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ABSTRACT

Project CARE, a workplace literacy partnership between Louisiana State University Medical Center and Louisiana State University-Shreveport, surpassed its goal to influence 485 employees and to enroll at least half that number. The project also provided training seminars for front-line supervisors and revised documents. All data and information were collected and analyzed on an ongoing basis. Workplace-related materials were collected and analyzed for an industry-specific, computer-assisted instruction program to teach basic literacy skills to entry-level health care workers. Demonstrable improvement in basic skills of learners was evident in improved math, writing, and basic communication scores on Educational Testing Service Quantitative, Document, and/or Prose Literacy Tests and self-reports of improved oral skills. External dissemination activities included information provided at conferences, articles published in professional journals, affiliations with local and state literacy groups, and satellite courses and programs. Internal dissemination activities included newsletters, flyers, posters, and displays. A third-party evaluation found that Project CARE improved participants' work-related literacy skills and laid the groundwork for an ongoing cooperative effort to upgrade skills and opportunities of entry-level employees. (This document contains a staff listing, testing summary, enrollment data, information on fourth-quarter counseling, financial report, and external evaluation report.) (YLB)

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ED352492

Project Care: A Workplace Literacy Partnership Between Louisiana State University Medical Center and Louisiana State University-Shreveport

Final Performance Report

National Workplace Literacy Program
Award #V198A10160-91

1992

U.S. DEPARTMENT OF EDUCATION
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PROJECT CARE STAFF

FROM JUNE 1991 - AUGUST 1992

CO-DIRECTORS:

PATRICIA T. BATES, PH.D.
CAROL GRAFTON

ASSISTANT DIRECTORS:

LEE BAIRNSFATHER, PH.D.
ROBERT JACKSON, M.D.

SUMMER - 1991
STAFF: REBECCA LOWE - LEAD INSTRUCTOR - CAI CURRICULUM SPECIALIST
PEGGY MURPHY - READING SPECIALIST
GINNY BOYD
MARY HOWELL
JEAN WARE
CINDY LASSEIGNE
DEBBIE COOK

FALL - 1991
STAFF: REBECCA LOWE
PEGGY MURPHY
GINNY BOYD
MARY HOWELL
BILL FULLILOVE
DARLEEN DUNLAP

JANUARY-1992
STAFF: REBECCA LOWE
PEGGY MURPHY
MARY HOWELL
DENISE MILLS
BILL FULLILOVE
RON ANDERSON
DARLEEN DUNLAP
SPRING - 1992
STAFF: REBECCA LOWE
PEGGY MURPHY
MARY HOWELL
DENISE MILLS
RON ANDERSON
TAMARA SANDERS
CAPRICE WADE
JAMES TRAVERS

BRIDGETTE BABERS

SUMMER - 1992
STAFF: REBECCA LOWE
PEGGY MURPHY
MARY HOWELL
DENISE MILLS
CAPRICE WADE
TAMARA SANDERS
BRIDGETTE BABERS
BETH O'DONNELL
ANGELA BROWN
CASSANDRA CARRUTHERS
MARY GOSS
MATTIE WILSON
COREY STEWART

SUMMARY REPORT ON PROJECT OBJECTIVES

Project CARE ended the fourth quarter of its **18 month** cycle with **36** learners enrolled in small-group and/or computer-assisted instruction and **21** learners who participated in a series of four in-service training workshops directed by our counselor/recruiter (two during third quarter, two during fourth quarter). Another **20** learners (of **66** attending our presentation during a Nurses' Assistants seminar) have indicated that they will enter Project CARE workshops and/or classes beginning in the next quarter. The total number of employees who have enrolled in ongoing Project CARE classes during the four quarters is **107**. There were **29** employees enrolled in a series of supervisor training courses in the fall of 1991 and another **21** learners who participated in a series of in-service workshops offered by our recruiter/counselor during the third and fourth quarters. There were **50** employees in the pilot program (March through May, 1991). All of these employees benefited directly from Project CARE classes.

A breakdown of the total number of learners who have participated in Project CARE classes follows:

1ST QUARTER 39 LEARNERS	PILOT PROGRAM: 50 LEARNERS
2ND QUARTER 20 LEARNERS	"STAR" TRAINING: 29 LEARNERS
3RD QUARTER 46 LEARNERS	IN-SERVICE TRAINING: 21 LEARNERS
4TH QUARTER 36 LEARNERS	TOTAL: **100**
TOTAL: **141**	

A total of **241** classroom slots were filled during the eighteen-month grant cycle.

A total of **100** employees benefited directly or indirectly during the fourth quarter, including the **66** Nurses' Assistants to whom we made a presentation in August, bringing the total number of employees who have benefited directly or indirectly during the grant period to over **500**

employees, more than **100%** of the original targeted goal of **485** employees.

Project CARE has, therefore, more than met its goal to directly or indirectly influence 485 employees and to enroll at least half that number (242) in Project CARE. Project CARE enrolled employees from **3** of the **4** targeted departments as well as 7 other departments outside those targeted. The bottom-up strand of Project CARE has, therefore, been very successful.

The top-down strand of Project CARE included two thrusts. The training seminars for front-line supervisors were successfully completed in fall of 1991 and further training has been taken over by the medical center. Document revision has included explanation and practice in reading, understanding, and filling out work-related forms and in reading and understanding the Employee Handbook.

The research strand is on-going and has not only included collection, recording, analysis, and reporting of all data, information, test scores, etc., during the course of the program, but has also included collection and analysis of workplace related materials in preparation of an industry-specific CAI - program that will teach basic literacy skills to entry-level health-care workers in a functional-context curriculum that can be easily transportable to other health-care institutions nationwide. Examples of some of the workplace-specific materials under review in our classes include the MSDS form and material on burn prevention.

MEASURABLE OBJECTIVES

Project CARE has three measurable objectives: (1) enrollment of learners; (2) demonstrable improvement of enrolled learners' literacy skills; and (3) improvement of learners'

raw test scores.

Enrollment objectives have been detailed in the previous section of this report. It is notable that over half of the Project CARE enrollees stayed in the program for four or more months (51%), and an average of 50% of the enrollees carry over from one quarter to the next. Our retention rate is consistent with the long-range goals of the learners in our Program.

Demonstrable improvement in basic skills is evident with the improvement in math skills, in improved writing skills, in improved basic communications skills, and self-reports of oral skills improvements.

One hundred percent of those employees in math classes showed demonstrable improved in basic math skills. In the CAI classes, 100% of those employees monitored showed demonstrable improvement.

In language skills, 80% of those individuals tested showed demonstrable improvement in writing skills. 20% of those tested moved to Level 2 Literacy, 40% showed demonstrable improvement within Level 2 Literacy, and 20% moved to Level 3 Literacy. Of those tested, 20% remained unchanged within Level 2. See Appendix 3 for definitions of literacy levels.

Increases in raw test scores were documented with the ETS Quantitative, Document, and/or Prose Literacy Tests during the fourth quarter, which shows that 10 of 12 learners, or 83%, increased raw test scores on ETS Quantitative Test B, that 6 of 7 learners tested, or 86% increased raw test scores on ETS Document Test B, and 1 of 2 learners tested, or 50%, increased raw test scores on ETS Prose Test B.

EXTRA FUNDING AND SUPPORT

The Medical Center agreed to provid $29.179 of release time during the grant period for the Co-Directors, Assistant Directors, and employees attending Project CARE classes. The estimated value of release time during the fourth quarter is $7.416.00. This figure is on-target for the estimated figures for this period. Estimated total release time for the project from 1 June 1991 to 31 August 1992 is $29.081.00.

The Medical Center (through the Vice Chancellor of Administration and Finance) has committed to $19.000 of funding for the interim period of six months between grant cycles. This funding became available 1 September, 199.

Total class hours logged by learners since June 1, 1991, equals 3.153.75.

Instructors logged 748 hours of class instructional time during the fourth quarter and a total of 3.293 hours since June, 1991. A total of 42 employees received Certificates of Recognition for completing coursework during the grant cycle.

Educational advising time during the fourth quarter totaled 40 hours, bringing the program total to 191.5 hours. The educational advisor is available on a walk-in basis four days a week and is particularly suited to her job because she received her own GED as an older adult. Educational advising has been provided to 100% of the employees in the program.

TESTING SUMMARY
JUNE 1991 - AUGUST 1992

1ST QUARTER

DEM. IMPROVEMENT: 80%

RAW SCORES: Writing
- 50% --> Level I Literacy
- 20% --> Level II Literacy
- 10% --> Level III Literacy

2ND QUARTER

DEM. IMPROVEMENT: 100%
- Writing - all improved

RAW SCORES:

ETS DOCUMENT:
- 7 tested
- 83% improved

SORT:
- 11 tested
- 100% improved

3RD QUARTER

DEM. IMPROVEMENT:
- Math quizzes - 100% improvement

Writing: 10 tested
- 50% --> Level III
- 30% --> Level II
- 20% -- No Change

RAW SCORES:

ETS DOCUMENT:
- 7 tested - 100% improved

ETS PROSE:
- 3 tested - 66% improved
- 33% - No Change

4TH QUARTER

DEM. IMPROVEMENT:
- Math quizzes - 100%
- CAI - 100%
- Writing: 80% - 5 tested
  - 20%--> Level II
  - 40%= w/i Level II
  - 20%--> Level III
  - 20% - no change

RAW SCORES:

ETS Quantitative - 9 tested
- 3 --> 33% improved
- 4 -- 44% no change*
- 2 -- 27% decrease

ETS Document - 7 tested
- 6--> 86% improved
- 1-- 14% no change

ETS Prose - 2 tested
- 1-->50% improved
- 1-- 50% decrease

***NOTE: ALL FOUR LEARNERS AT UPPER END OF ETS TESTING RANGES, WHICH DO NOT DISCRIMINATE BETWEEN 9 - 12TH GRADE LEVELS. LEARNERS WHO RECEIVE THE HIGHEST SCORES ON FORM A CANNOT RECEIVE IMPROVED SCORES ON FORM B.**

PROJECT CARE

ENROLLMENT DATA

JUNE 1991 - AUGUST 1992

DROPS

1. OF 77 LEARNERS TRACKED FOR MONTHS OF ENROLLMENT, 24 (31%) DROPPED BEFORE ATTENDING AT LEAST 3 MONTHS OR MORE.

2. OF THESE 24, WE HAVE SORT SCORES FOR 11 LEARNERS

3. OF THESE 11 LEARNERS: 9/11 = 82% = READING AT OR BELOW 6TH GRADELEVEL.

5/11 = 45% = READING AT OR BELOW 3RD GRADE LEVEL

2/11 = 18% = READING AT OR ABOVE 12TH GRADE LEVEL

4. POSSIBLE REASONS FOR DROPS: LEARNERS MAY HAVE BEEN OFFERED COURSES AT LEVELS EITHER TOO DIFFICULT (45%) OR TOO EASY (18%)

64% (7/11) LEARNERS FALL INTO THIS CATEGORY

36% (4/11) LEARNERS FALL INTO THE APPROPRIATE 6-8TH GRADE LEVELS OF CLASSES OFFERED AT THE TIME - NO REASONS FOR DROPS INDICATED BY SORT SCORES

5. OF THE 13 OTHER LEARNERS WHO DROPPED (13/24 = 54%), WE ARE STILL LOOKING INTO THE REASONS FOR THEIR DECISIONS TO DROP

6. SOME REASONS GIVEN FOR DROPPING VIA EDUCATIONAL ADVISOR'S NOTES:

A. WANTED TO LEARN WORD PROCESSING/ COMPUTERS
B. NO TIME IN WORKDAY TO ACCOMMODATE CLASS SCHEDULES
C. SUPERVISORS UNCOOPERATIVE IN LETTING WORKERS OFF
D. COURSES TOO EASY, TOO HARD, OR NOT INTERESTING
E. DIFFICULTIES IN LONG-TERM COMMITTMENTS TO SELF-IMPROVEMENT
F. LOST INTEREST
G. CHANGES I N INSTRUCTORS, CLASS TIMES, ETC.

DATA-2

COMPLETION

1. **52** LEARNERS OF **77** TRACKED **(68%)** STAYED IN THE PROGRAM FOR **3** MONTHS OR LONGER (NOT NECESSARILY CONSECUTIVELY) - LEARNERS TRACKED WERE ENROLLED IN REGULAR CLASSES AND NOT WORKSHOPS, PILOTS, OR OTHER PROGRAM SHORT COURSES

2. **142** CERTIFICATES OF RECOGNITION/COMPLETION WERE AWARDED FROM JUNE 1991 - AUGUST 1992 - **142/241** CLASS SLOTS (INCLUDING REGULAR CLASSES, WORKSHOPS, ETC.) OR POSSIBLE **59% COMPLETION RATE**

DEPARTMENTAL BREAKDOWN (OF 79 PARTICIPANTS IN REGULAR CLASSES)

TARGETED DEPARTMENTS		OTHER DEPTS. UNKNOWN	
NUTRITIONAL SER.	= 9 = 11%	ANIM. RES.	= 2 = 3%4 LEARNERS
CMS	= 4 = 5%	PHYS. PLANT	= 7 = 9%OR 5%
ENV. SER. (HSK)	= 32 = 41%	UNIV. POLICE	= 1 = 1%
LAUNDRY	= 0 = 0	X-RAY TECH.	= 5 = 6%
		NURSING SER.	= 15 = 19%
TOTAL:	45/79 = 57%	TOTAL:	30/79 = 38%

PROJECT CARE PARTICIPATION BREAKDOWN
JUNE 1991 - AUGUST 1992

TOTAL ENROLLMENT

1ST QUARTER	39 LEARNERS	PILOT PROGRAM:	50 LEARNERS
2ND QUARTER	20 LEARNERS	"STAR" TRAINING:	29 LEARNERS
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The following class schedule was current during the fourth quarter and will continue unchanged during the interim with the exception of closing the Monday morning Reading/Writing class (due to limited finances) in September.

READING/WRITING	**9:00 - 11:00**	**MONDAY**
GED PREP/WRITING	**2:30 - 4:30**	**MONDAY**
GOALS/CAI READING	**8:00 - 11:00**	**TUESDAY**
CAI READING/GOALS	**3:00 - 5:00**	**TUESDAY**
PALS/CAI READING	**3:00 - 5:00**	**TUESDAY**
REFRESHER MATH	**10:00 - 12:00**	**WEDNESDAY**
GED PREP/MATH	**2:30 - 4:30**	**WEDNESDAY**

EXTRA-CURRICULAR WRITING IS INFORMAL IN NATURE AND LEARNERS DO THIS ON THEIR OWN TIME UNDER THE GUIDANCE OF THE EDUCATIONAL ADVISOR.

PROJECT CARE - JUNE 1991 - AUGUST 1992

PARTICIPANT DATA BREAKDOWN

RACE: BLACK-75 - 95% **SEX: MALE - 18 - 23%** **AVERAGE AGE: 40**
WHITE - 2 - 3% **FEMALE - 61 - 77%**
ASIAN - 1 - 2%

DEPENDANTS REPORTED: 200
PARTICIPANTS REPORTING: 61
AVERAGE NO. DEPENDANTS PER PARTICIPANT: 3

DEPENDANTS REPORTING MARITAL STATUS: 57

SINGLE: 24	42%	(34 OF 57 REPORTING)
MARRIED: 23	40%	**SINGLE HEADS OF**
DIVORCED: 10	18%	**HOUSEHOLDS: 60%**

YEARS EDUCATION REPORTED: (59 OF 79 REPORTING)

ANY COLLEGE	2	3%
GED	1	2%
12TH	28	47%
11TH	17	29%
10TH	6	10%
9TH	2	3%
8TH	2	3%
5TH	1	2%

AVERAGE TESTED GRADE LEVEL: 6TH

YEARS EMPLOYMENT AT LSUMC: (46 OF 79 REPORTING)

0 - 5	25	54%
6 - 10	9	20%
11 - 15	7	15%
16 - OVER	5	11%

PROFILE OF THE AVERAGE PARTICIPANT IN PROJECT CARE DURING THE 18 MONTH PROGRAM:

BLACK FEMALE SINGLE HEAD OF HOUSEHOLD OF AGE 40 WITH 3 CHILDREN
AVERAGE EDUCATION ATTAINED IS 11TH GRADE, READING LEVEL IS 6TH GRADE
HAS WORKED AT LSUMC UNDER 5 YEARS, USUALLY 3 YEARS (environmental services)
HAS SPENT MORE THAN 3 MONTHS IN PROJECT CARE CLASSES

DISSEMINATION PLAN

Project CARE dissemination activities have reached a wide audience. Dissemination has been ongoing and has numerous outlets both internally and externally. Highlights of some of these far-ranging activities follow.

External dissemination has been a valuable tool in spreading the Project CARE concept of workplace literacy. Activities have been broadcast locally, statewide, and nationally. Project CARE has provided information about its program to state and national audiences at conferences attended by the Co-directors; to local civic groups and organizations and clubs (LVA, LSUMC Faculty Women's Club, LSUMC Human Relations Committee, Caddo-Bossier Parish Literacy Council, etc.); through articles published in professional journals (such as, The Journal of Correctional Education); through Co-director affiliations with local and state literacy groups (Louisiana Literacy Coalition), through links with local and state educational institutions (such as *Job-Link* at Bossier Parish Community College, the Community Relations division of Southern University, the LVA network at Centenary College, the statewide LSU system); and through local newspaper and television publicity (such as the press conference announcing the grant award which was covered by the two local newspapers and three television stations).

Additionally, Project Co-Director Patricia Bates and Third-party Evaluator Paul Meyer have been asked to co-author an article on workplace literacy in hospital settings to be included in a book on workplace literacy.

A CAI-based industry-specific healthcare curriculum is currently in the research and development phase. Upon completion, this curriculum will be available to healthcare institutions nationwide.

Various members of the program staff have met with community businesses to discuss workplace literacy, to trade ideas, and to collect information useful for designing workplace specific curriculum, both in the form of worksheets and CAI-based materials.

A "Leg-It-For-Literacy Fun Run" was held which involved public schools in two parishes and over 200 participants from these schools, the program site (LSUMC), program staff, and the

public at large. Ribbons and T-shirts with the Project CARE logo were distributed. Accompanying publicity included local news outlets and in-house information outlets.

A satellite course in basic writing skills was offered at LSUMC to 60 clerk/typists. This was offered under the Project CARE umbrella at no cost to Project CARE.

At no cost to Project CARE, a satellite workplace literacy program, patterned after Project CARE, was instituted for physical plant workers at LSUS.

A copy of the final performance report will be sent to the Clearinghouse on Adult Education and Literacy, the ERIC Clearinghouse on Adult, Career and Vocational Education, and to the Southeast Curriculum Coordination Center of the National Network for Curriculum Coordination in Vocational and Technical Education.

An external evaluation report of Project CARE will be submitted no later than November 30, 1992.

Many internal dissemination activities have spread information about Project CARE throughout the program site, LSUMC.

Employees were contacted about Project CARE classes through flyers in the hospital, through word-of-mouth, through class schedules posted throughout the hospital and published in the Medical Center's Staff Training & Development newsletter, through notices in paychecks, through posters displayed at elevators, through displays and information on the cafeteria bulletin board, through encouragement by supervisors and/or department heads, and through direct mail invitations to employees and their families recognized at the Recognition Ceremonies.

Project CARE published five in-house newsletters containing essays, book reviews, and other written work by learners in the program. These were distributed to employees, department heads, and program staff. These were also displayed on a centrally located bulletin board in the hospital cafeteria.

Letters to the Editor written by Project CARE learners were published in the local newspaper and also displayed on the program bulletin board.

Four Recognition Ceremonies and receptions were held through June 1992, and a fifth is already planned. Recognition awards were given to employees during these special ceremonies at the end of each quarter of classes. Employees to be recognized were invited, along with Department Heads, friends and family, to share refreshments at the receptions following the ceremonies. Response was excellent, particularly from the department heads, indicating the strong support our program enjoys at the medical center. Refreshments were provided by the Human Relations Committee. Photographs were taken by the LSUMC Human Relations Committee and displayed on the Project CARE bulletin board. Employees recognized during each ceremony had their names published in the Medical Center's monthly Staff Training & Development newsletter.

As part of our dissemination efforts, Project CARE is part of the TIC Committee. This training committee was formed through the Staff Training & Development office and meets monthly in order to coordinate staff training programs within the hospital. This is one avenue of Project CARE efforts to have our training "institutionalized" through the hospital system. As well, this group coordinates information about all training and/or classes offered for employees inside the hospital complex. Announcements of class opportunities offered through Project CARE are regularly noted at these meetings and in the follow-up newsletters, memos, etc., of the Staff Training & Development department.

An intensive recruitment plan designed by the Recruitment and Retention Specialist and the Co-Directors was carried out with excellent results. These three program staff members met with the Hospital Administrator, with his Assistants, with Department Heads from all areas targeted for their presentation, including Animal Resources, Central Medical Supply, Environmental Services, Radiology, Physical Plant, University Police, Nutritional Services, Nursing Services (three separate areas), and Laundry. Promotional talks were made during departmental staff meetings and during called meetings upon the work floor. Over five hundred employees were directly contacted through this process. Department Heads made their time, their employees, and even their offices available to the recruitment team. Flyers were

distributed, names of interested employees were collected, and follow-up was handled by the Educational Advisor. The resultant surge in enrollment confirmed the success of this effort.

Letters were sent to each department head, the hospital administrator, and other interested parties thanking them for their efforts in our behalf and notifying them of the significant results of their support of our efforts.

As part of our commitment to enhance communication with the department heads and to keep precise records of employee training through our program, we collected careful attendance records for each class and each learner. The total hours of attendance of each learner were reported to each department head at the end of every month during the third quarter.

Project CARE staff regularly filled a bulletin board in the hospital cafeteria with photographs and written work of the learners and posted class schedules.

The implementation of GED classes was advertised on the bulletin board and in the recruitment meetings. As the quarter ended, over half of those employees enrolled in the program were attending these math and/or language GED preparation classes.

In-service workshops are held regularly and have attracted employees who had not previously been in our classes. These have been filmed and are available for loan from the Project CARE office.

Dissemination efforts in all areas are continuing. We are exploring new ways to contact and connect with individuals and groups with similar aims and interests in literacy. As well, we continue to contact and help individuals and groups who need Project CARE services or those of other literacy organizations.

(EXCERPT FROM THIRD QUARTERLY REPORT)

ADDED BENEFITS

Project CARE learners have experienced a variety of accomplishments during the third quarter. Three GED classes are currently underway in Project CARE and comprised 50 % of the enrollment (22 of 44) during the third quarter. Attendance in these classes is very stable and shows a high commitment level among the enrolled employees.

Other important successes for our learners during the quarter include the following:

4 learners had letters published in the local newspaper under the "Letters to the Editor" column. See examples in Appendix 8.

6 learners have had their book reviews accepted for publication in a literacy newsletter based in New York City. These will be forwarded as soon as we receive them. The letter confirming these publications and copies of these reviews are included in Appendix 9.

20 employees have had 32 pieces of their writing published in three separate in-house newsletters published by Project CARE during the third quarter. See Appendix 10 for copies of these publications.

2 learners received promotions during the third quarter. Both of these were directly related to improved skills these employees gained through their participation in Project CARE classes. See Appendix 8 (advising notes).

One of the department heads has noted that Project CARE enrollees in her department are being used as facilitators for SHARE, a hospital-based employee incentive program aimed at Total Quality Management (excellence in services provided).

Self-reported evaluations indicate that 88 % of the employees in Project CARE classes have increased self-esteem. This is supported by information received from several supervisors that some of their employees enrolled in Project Care have increased job performance, attendance, self-confidence, and interpersonal skills.

Self-reported evaluations indicate that 75 % of the employees in Project CARE classes feel that they have improved their communication skills.

Self-reported evaluations indicate that 75% of the employees in Project CARE classes feel that they are doing their jobs better since attending our classes.

Self-reported evaluations indicate that 13 % of the employees in Project CARE classes feel that their attendance on the job has improved. 83 % of the employees felt that there was no change in their attendance; however, a verbal poll of some of these employees showed that the employees felt that their attendance was already very good and had little room for improvement.

One learner who enrolled in night classes at a local community college after attending our classes has completed one semester of classes (9 hours credit.) with a 4.0 grade point average. This learner still comes to Project CARE classes to continue to polish his writing skills. See Appendix 7 (advising notes) for a copy of his grades.

A group of learners who participate voluntarily in the extra-curricular writing activities spent the third quarter scouring the local newspaper for errors in grammar and punctuation. This has created a new group of newspaper readers,and consequently, a new group of people interested in local events and current affairs. The efforts of these learners were rewarded with certificates at the Recognition Ceremony and notice of their efforts was reported to the local newspaper.

TO: Dr. Patricia T. Bates
FROM: Mary Howell
RE: Fourth Quarterly Report
DATE: September 28, 1992

A total of 40 counseling hours were devoted to learners in Project CARE. Learners' vacations and an impending inspection left little free time available to learners this quarter.

Ida Albritton, the learner who had a problem concentrating on her lessons and her work, received a promotion. She came by the office and shared how she had gained enough self-confidence to apply for the job. She further stated that she now has enough faith in herself to believe that she can meet this new challenge. She credits her success in Project CARE with this newfound confidence and thanked me for the hours that I had listened to her. She thanked me for the pink rabbit, and admitted that she still keeps her mother "in" the rabbit.

Mary Ashton, the learner who felt that she was incapable of learning, has changed shifts. She came by the office and explained that she would be back in class as soon as her new schedule permits.

Ron Anderson, my obituary writing learner, is taking a job-related course at VO-TECH this semester. He confided that he missed the college class room and intends to return to Bossier Parish Community College next semester.

Mattie Ware, the learner who felt that she could not do fractions, has mastered the concept of averaging numbers and rounding off. She came by the office to show me her "freeze" - a new hair style. She explained that the individual concern shown her by all the instructors of Project CARE has inspired her to always do and be the very best that she can. She further explained that her hair had not been fixed the day before for math class and she apologized for not being her best. She has exhibited a lot of personal pride in her appearance since she began Project CARE classes.

One of our new learners, Eura Mosley, was so excited over her GOALS and math class that she talked her supervisor, Earnestine Watson,

into joining Project CARE. Earnestine came to the GOALS class the following Tuesday morning. That afternoon she came to class with four of her workers, insisting they sign up for classes. They did. Word of mouth from successful learners once again proved to be the best way to recruit new learners.

A new PALS learner who requested total confidentiality came to register for class. During the initial interview, she explained that despite the fact that she has a high school diploma, she could not read inasmuch as she could not memorize. She was asked for her, her mother's, sister's, brother's, favorite aunt's, and work telephone numbers. She recited these from memory. She was then asked for her church's phone number. She could not remember it. She was advised that if she could memorize and remember six telephone numbers containing 42 digits, she could memorize and recognize 42 words. A parallel was drawn between the six numbers that she could recite from memory and the one number that she had to look up in the telephone directory. She was reminded that it was the frequent usage of the numbers that committed them to memory. She smiled and said that she would be in class Wednesday morning. She was.

Fourth quarter proved to be our harvesting quarter. Seeds of self-confidence, self-respect, and self-knowledge of the benefits of furthering an education planted in the fertile minds of Beverly Arthur and Mary Hampton have prompted them to enroll in Southern University in Shreveport. Mary comes by the office once a week for advising. Beverly Arthur calls frequently. Both credit Project CARE for this new adventure in their lives.

Rose Frazier, another learner who lacked only one credit graduating, has enrolled in a night school for high school students. She still comes to our classes as often as her working schedule will permit. She was asked what prompted her to return to high school. She replied, "I was told so many times that it was a shame to waste the brilliant mind that I have due to the lack of a high school diploma. I thought about it and agreed, therefore, I started back."

To summarize: We now have three learners in college. One learner is in night school working toward her high school diploma. Seven

learners successfully completed our GOALS program. Four of our learners have received promotions. Learners who have been with Project CARE for a while are gaining new knowledge and skills every week. We are enjoying a growth in the program through word of mouth from excited and satisfied learners. We have finally gained enough credibility and confidence at LSUMC that workers who cannot read at all have begun to enroll in the PALS class. Success gained by learners of Project CARE has been steady and rewarding for both learners and staff. The staff has not only imparted new knowledge and skills to learners but also instilled enough self-confidence and self-awareness to make our fourth quarter the most rewarding one.

Project CARE staff can be compared to a forest of giant sequoias. We have put our roots down deep into the pool of entry level workers at LSUMC. We have nourished the newly awakened desire of learners to better themselves. We have produced seeds of faith in the administration and workers at LSUMC. We have taught individuals, created better parents, improved working relationships within the hospital, furnished the Shreveport-Bossier City area with more informed and rejuvenated citizens. WE STAND TALL.

FINANCIAL STATUS REPORT

(Short Form)

(Follow instructions on the back)

1. Federal Agency and Organizational Element to Which Report is Submitted	2. Federal Grant or Other Identifying Number Assigned By Federal Agency	OMB Approval No.	Page	of
U. S. DEPT. OF EDUCATION	V198A10160-91	0348-0039	1	1 pages

3. Recipient Organization (Name and complete address, including ZIP code)

LOUISIANA STATE UNIVERSITY, SCHOOL OF MEDICINE
P. O. BOX 33932
SHREVEPORT, LA. 71130-3932

4. Employer Identification Number	5. Recipient Account Number or Identifying Number	6. Final Report	7. Basis
1720702002A1	534-01-5000	☐ Yes ☐ No	☒ Cash ☐ Accrual

8. Funding/Grant Period (See instructions) From: (Month, Day, Year)	To: (Month, Day, Year)	9. Period Covered by this Report From: (Month, Day, Year)	To: (Month, Day, Year)
03-01-91	10-01-92	03-01-91	10-01-92

10. Transactions:	I Previously Reported	II This Period	III Cumulative
a. Total outlays			420,984.88
b. Recipient share of outlays			237,159.00
c. Federal share of outlays			183,825.88
d. Total unliquidated obligations			.00
e. Recipient share of unliquidated obligations			.00
f. Federal share of unliquidated obligations			.00
g. Total Federal share *(Sum of lines c and f)*			183,825.88
h. Total Federal funds authorized for this funding period			192,762.00
i. Unobligated balance of Federal funds *(Line h minus line g)*			8,936.12

11. Indirect Expense

a. Type of Rate *(Place "X" in appropriate box)* ☐ Provisional ☐ Predetermined ☐ Final ☒ Fixed

b. Rate	c. Base	d. Total Amount	e. Federal Share
8% TDC	$ 170,209.15 *	$ 13,616.73	$ 13,616.73

12. *Remarks: Attach any explanations deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation.*

*Based on Federal share of outlays

13. Certification: **I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.**

Typed or Printed Name and Title	Telephone (Area code, number and extension)
Gary C. Harkey Comptroller and Director Accounting Services	(318) 674-5210
Signature of Authorized Certifying Official	**Date Report Submitted**
Gary Harkey	December 21, 1992

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Standard Form 269A (REV 4-88)
Prescribed by OMB Circulars A-102 and A-110

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Final Evaluation Report for

Project Care: A Workplace Literacy Partnership Between Louisiana State University Medical Center And Louisiana State University–Shreveport

prepared by

Dr. Paul R. Meyer
Assistant Professor of English
New Mexico State University
Las Cruces, NM 88003
(505) 646-1418

November 19, 1992

Executive Summary

I visited Project Care from September 3 through September 7, 1992 as part of my final evaluation of the project as its external evaluator. Project Care is a Workplace Literacy Partnership between Louisiana State University Medical Center (the business partner) and Louisiana State University–Shreveport (the education partner). It's directors are Dr. Patricia Bates of Louisiana State University–Shreveport and Ms. Carol Grafton of the Louisiana State University Medical Center.

As part of my evaluation, I attended an award ceremony for participants, reviewed project records and curricular material (both computer and print) and interviewed a number of people associated with Project Care, including participants, advisory committee members, instructors, staff, project directors, and associated LSU Medical Center personnel. In addition, I reviewed the project's grant proposal and quarterly reports.

Project Care is an exemplary workplace literacy demonstration project. It has met its goals of reaching a large segment of the under-educated and under-skilled LSU Medical Center workforce. It has improved the work-related literacy skills of those who participated in the program. And, perhaps most important, Project Care has laid the groundwork for an ongoing cooperative effort to upgrade the skills and opportunities of entry-level employees at the LSU Medical Center.

The following are among Project Care's major accomplishments and strengths:

- The strength of its partnership
- The management of the project
- The commitment of the LSU Medical Center to the project
- The program successes outlined by participants and staff
- Project Care's success in reaching all of the goals it outlined in its grant proposal
- The project's flexibility and responsiveness to worker needs

In line with Project Care's request that I make recommendations for the future, I offer the following suggestions:

- Continue developing your own, workplace-related curriculum.
- Put more resources into curriculum development.
- Do less standardized testing.
- Develop a class in interpersonal communication.
- Get feedback from supervisors on bottom-line outcomes from the project.

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Project Care Evaluation

Description of program

Staff

The Project Care Staff are professional, well-trained and clearly committed to the program. Dr. Patricia Bates and Carol Grafton work well together as co-directors: Dr. Bates handles the day-to-day operation, program planning, and implementation; Carol Grafton keeps track of the money and handles liaison with the Medical Center. The Project Care staff has grown since the program began in line with the recommendation I made in my formative evaluation of the program, and the additions to the staff have brought additional expertise that nicely complements the initial team.

Dr. Robert Jackson and Dr. Lee Bairnsfather continue to act as advisors and supporters of the program. Denise Mills ably assists Dr. Bates in the administration of the program and oversees record-keeping. Peggy Murphy teaches reading, writing, and GED prep. Tamara Sanders aids in CAI courses and teaches writing and math. Rebecca Lowe continues to work in CAI and teaches reading. Beth O'Donnell is in charge of the PALS and GOAL lab and teaches math. Mary Howell teaches GED prep and Math and is a counselor and office manager. A number of other teaching assistants have participated in the program over a period of time.

Population served

Project Care primarily reaches lower-level Medical Center employees. While environmental services, physical plant, and nutritional services have been the main focus from the start, the program has expanded to reach a total of ten support departments. Participants are mostly black. They range in age from the late twenties to the sixties. Most do not have high school educations or GEDs. Most have been working at the Medical Center for a number of years, and most read at about the 5th grade level.

Program Strands & Components

Project Care's primary mode of instruction is through classes, some computer-based and some teacher-led. Computer options include IBM's PALS system for beginning readers, GOALS and Solutions Plus for reading and life skills, a reading drill and improvement program put out by Queue, and GED 2000, a GED math prep program. A teacher is present in each computer lab and generally supplements the computer work, assists students, and makes sure they are getting something out of the programs.

Teacher-led classes focus on reading, writing, math, and GED preparation. Over the course of the project, the content for the reading, writing, and math classes has increasingly become more workplace oriented and workplace specific. For example, participants in the teacher-led reading classes learn how to read hospital policies and procedures, job descriptions, and material safety data sheets.

Success in Meeting Goals

In its grant proposal to the U. S. Department of Education, Project Care articulated nine program goals. Project Care has successfully met all nine goals. The following section summarizes those goals and describes how Project Care has reached them.

Goal 1: To serve 485 workers directly or indirectly.

Project Care has met this goal by reaching 150 LSUMC employees directly in literacy training efforts and over 500 indirectly through educational advising and its training of front-line supervisors. Project Care staff say that they would have liked to have reached more employees directly. In my opinion, Project Care has made an excellent start. Project Care reached roughly one-third of its target group. Employees who participate in the program are very happy with it. They attribute the lack of greater participation to lack of interest or conflict in scheduling. They credit the staff of Project Care and the management of the Medical Center with making the program available to all who are interested. They believe the program "helps those who want to be helped." My impression is that Project Care has generated a lot of good will and trust up to this point. As the program continues, I expect participation to grow.

The LSU Medical Center is clearly very happy with the program. Concrete evidence for the program's success is the Medical Center's decision to provide interim funding for the project while the Project Care staff waits to learn whether their second grant to the US. Department of Education wins it additional funding.

Goal 2: To identify literacy skills needed in the workplace.

Project Care has met this goal by basing its program on a needs assessment that studied all the major departments associated with the project. Project Care Staff looked at the materials people read and work with on the job and relied on learner's needs in establishing curricula and curricular goals.

Goal 3: To provide computer-assisted, small group, and individualized literacy instruction.

Project Care has met this goal by offering all three modes of instruction. Several different options are available in each category. Students have a choice of five different computer programs to work with and have several different small groups to choose from. They can also get individual help and instruction, although most of the individual instruction they receive is done in the context of small groups. Different aspects of program serve different needs and have different strengths. The computer-assisted instruction allows students to go at own pace and choose topics. The teacher-guided classes provide more support for students who need it and offer more opportunities for personal interaction.

Goal 4: To equip workers with skills needed for increased responsibility and career advancement.

Project Care has met this goal by helping participants develop individual education plans (IEP's) focused specifically on the jobs workers want to advance toward. Project Care's records document that participants have made advances in reading, writing and math. Many have made significant progress toward GED's. Four participants have earned raises or promotions which they credit, in part, to Project Care, and four have enrolled in community college programs.

Goal 5: To improve communications among workers, supervisors, and staff.

Project Care has clearly met this goal. Interviews with participants, supervisors, project staff, and medical center staff all confirm that Project Care has improved communication both between races and across the medical center hierarchy. People say that the Medical Center has become a friendlier place because of Project Care. Because of classroom interaction, participants have gotten to know more about other departments and the people who staff them. Several members of the medical center staff remarked that employees seem to pay more attention to the way they dress and present themselves. Everyone is more likely to receive a friendly greeting in the halls. This may be as much as anything because Project Care shows in a very concrete way that the Medical Center cares about entry level employees and wants to see them help themselves.

Goal 6: To improve participants' quality of life.

Interviews with participants and program staff confirm that while the program focuses on workplace skills and uses workplace content, the benefits have carried over to individual lives. Participants have gained confidence in themselves. One program staffer said that several participants have become more active in their churches as a result of confidence gained in the classes.

Goal 7: To train supervisors to communicate more effectively.

Project Care has met its goals of conducting communication workshops for front-line supervisors. The LSU Medical Center's Human Relations Committee, which acts as an advisory committee for Project Care, has also initiated a major total quality and supervisory training effort called SHARE. Project Care helped focus the medical center's awareness on the needs of front-line staff and supervisors.

Goal 8: To revise workplace documents to make them more accessible to workers with basic reading skills.

Project Care has done some work in this area. It has revised a few workplace documents, but this has not been a major focus of the project. Instead more focus has been put on helping participants understand how to read and use the documents they encounter and need to work with in their jobs.

Goal 9: To collect baseline data on the success of its workplace literacy efforts.

Project Care has done an exceptionally good job of record-keeping. The baseline data it has collected are useful in evaluating both the project as a whole and the progress of individual participants. The data collected to date should make it possible to get a handle on long-term effects of the program if Project Care is successful in attaining the funding that it needs to continue.

Other Successful Aspects of Project Care

My own observations and interviews with participants, project staff, and medical center employees reveal a number of other successful features of Project Care. Here are some of the things people have pointed to:

- improved communication
- improved race relations
- improved morale

- improved participant skills in reading, writing, and math
- improved work habits and attitudes (something supervisors have spoken to)
- improved participant self-esteem
- participants became more willing to risk learning, to try new things
- participants became more assertive in a positive, less belligerent way
- four promotions
- progress toward GEDs
- motivating and feeding people's hunger for education
- growing awareness of need for and importance of education
- individual success stories, like Ron Anderson's enrollment in the local community college and his 4.0 average for his first 12 hours of vocational education and Francis Lindsey's promotion and steady progress toward a GED; one person is now saving money for her children's college education; another person is now able to read to his kids; a third person moved on to better job outside the medical center.
- the caring and commitment of Project Care staff
- the number of people who have come forward (including 3 who are working in total confidentiality)
- improvement of instructional staff
- getting PALS running despite technical difficulties
- support from all levels of medical school, including the Dean of the Medical School, Administration, and Finance.
- supervisor support of the program
- improved employee attitudes, customer relations
- the diversity of the program
- impact on community: program participants more active in churches and community organizations, more willing to speak out.
- participants increasing pride in their work, willingness to come out of their shells.
- bonding among participants, between participants and PC staff and across departments

When I think about my own observations and review what people told me, five key features of Project Care stand out.

1. *Project Care has established a very healthy and successful partnership.*

Project Care represents a good, working partnership between Louisiana State University Medical Center and Louisiana State University--Shreveport. In a large part this is due to the good working relationship between the project's co-directors: Carol Grafton and Dr. Patricia Bates. They have worked out a very reasonable division of responsibilities between themselves and have both clearly put long hours and much of themselves into the project.

On another level the partnership is a success because of the participation of the project's three main components: the Project Care staff, the Medical

Center administration, and the program participants. All three are clearly committed to the project and have worked to make it a success.

2. Project Care is well run, both financially and programatically.

Considerable evidence points to how well Project Care has been run and managed. Project Care has accomplished a lot on a modest budget. It has maintained exemplary records of participation and student progress. The program staff is well-trained and dedicated and has matured over the course of the grant.

Project Care has faced and overcome all the obstacles and hurdles that such programs always run into: changing schedules and workloads, initially low levels of participation, intermittent support from front line supervisors. The project has earned the support and thanks of the Medical Center and the trust and gratitude of program participants.

3. The Medical Center has made a very serious and generous commitment to Project Care.

Support from the LSU Medical Center has far exceeded its initial commitment, and the commitment of the medical center to fund Project Care on an interim basis while the project waits to find if it will win continuing funding is a major sign of program success.

The Medical Center has exceeded its planned in-kind contributions of space, computer equipment (including the cost of upgrading computers so that they would run the project software), personnel time, and release time for employees. The Medical Center has provided access to copy machines, typesetting, graphics, and printing, telephone and fax services, and other support for the project.

The top management of the Medical Center has shown its support in a number of ways. The Dean of the Medical School provided space and funding in Phase I, in the period before the project was awarded a workplace literacy grant. The Hospital Administrator strongly encouraged departments to get behind Project Care on a number of occasions and provided some additional funding. The Assistant Vice Chancellor has provided $19,000 for interim funding to keep Project Care going from September 1992 through February 1993.

4. Project Care has been responsive to the needs and concerns of participants.

The program has been responsive to participant input, especially that of the Special Thoughts Committee, an advisory committee made up entirely of participants. Two major programmatic changes in Project Care have come in direct response to the concerns of this committee: the math classes were divided into two groups by ability and Project Care began offering specific GED prep classes.

The Medical Center is also strongly supporting other programs that have grown out of Project Care and participant input, including a College Survival Skills Course that is to be offered at the LSU Medical Center by faculty from Southern University.

5. The Program has been flexible and has improved both its instructional material and its instructional staff over the period of the grant.

Project Care has shown its flexibility in a number of ways, and this flexibility seems closely related to its success. It has been flexible in response to problems of scheduling classes and responding to particularly heavy periods of work at the Medical Center. The Project responded favorably to my formative assessment, particularly in focusing more resources on instructional staff.

Project Care's staff has improved over the course of the grant and so have the instructional materials and methods. Project Care has increasingly moved away from generic instructional materials and toward more workplace specific and individually tailored, instructional materials, that they have developed themselves.

Recommendations

In response to the specific request of Carol Grafton and Pat Bates, I am also including a few suggestions for the future: a few ideas about things that might improve the program even more. I have to preface these suggestions with the observation that since you know more about your program than I do, you will be able to set aside suggestions that are unworkable or inappropriate. So, herewith, are my recommendations:

1. Put more money into curriculum development. I liked what I saw your instructors doing. I liked the way Mary analyzed and enumerated specific workplace math skills so that each participant's progress could be tracked. I liked the reading materials one of your instructor's developed for working with material safety data sheets. I would encourage you to continue to develop more of your own workplace-specific materials, especially for writing and for more advanced reading. It's my understanding that your instructional staff are primarily paid for actual contact time they spend with project participants, i.e., the time they spend in the classroom. You have a good instructional team, and I would consider directing even more of their time and energy into enhancing the curriculum.

2. Use less standardized testing and use more individualized tracking to demonstrate participant progress. Some of your instructors were concerned that the standardized testing you were using to measure student progress

was driving participants away. Record-keeping of the kind that Mary is doing for math is a way that instructor's can unobtrusively measure student progress. For reading levels instructors can similarly note what specific materials participants are reading and how well they comprehend the material as a way of tracking progress, and a writing portfolio (a simple, dated chronological collection of what the person writes over time) is a good, nonintrusive way to see whether participants' writing ability is improving.

3. Develop a class in interpersonal (oral) communication. Most of the communication workers participate in is oral. In my own project, working on workplace literacy in hospitals across the state of New Mexico, I have found that classes in interpersonal communication are among the most needed, the most wanted, the most appreciated, and the most likely to result in real, positive changes for employees: raises, advancement, etc. Such a course could focus on both client relations and communication with co-workers and supervisors and it could possibly tied into the Share effort.

4. Interview supervisors for information on bottom-line outcomes related to job performance, if you haven't done so already. Supervisors are more apt than anyone else to see a positive change in work habits, attitudes, and skills. Mary Vandiver, Albert Hanna, Linda Jean, Tom Thompson, Louise Wiggins, and Sandra McNatt are names that came up doing my interviews.